

IDENTIFICATION OF EDUCATIONAL NEEDS OF GIRLS  
TO ENRICH NON-FORMAL EDUCATIONAL CURRICULUM  
(AN EXPLORATORY STUDY)

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## FOREWORD

NPE (1986) envisages to achieve the targets of universalisation of education through two streams of education viz. formal and non-formal. It has been emphasised in the POA that non-formal education programme will be relevant to the needs of the learners and comparable with the corresponding stages of formal education as far as the quality is concerned.

The measures proposed for improvement in quality include reform of content and process of education besides other provisional and functional aspects of the educational programmes.

Review of the existing situation reveals that major portion of the clientele of Non-formal Education Centres belongs to the families which are below poverty line and are mostly the first generation learners. Hence they need special provision and care if they are to be brought at par with others.

To fulfil the POA demands, it was thought timely and necessary to take up a project to identify the needs of

Education Centres have been started. These identified needs may form a basis for the preparation of enriched curriculum to improve their quality of life and meet future requirements.

The study has been confined to rural girls belonging to economically weaker sections of the society in a district in Haryana and can be taken up as a model for adoption or adaption by other states.

I highly appreciate the efforts of Ms. Janak Duggal for taking up this venture in rural settings. She has based the study on empirical data and that has further increased its credibility. It is hoped that this report will be of great interest and practical use to the planners, administrators and practitioners associated with the non-formal stream of education. Comments and suggestions to improve the material will be received gratefully.

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- Parents and the other informants in the villages for sparing time for responding and sharing views on the suggested enriched curricular items.

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## IDENTIFICATION OF EDUCATIONAL NEEDS OF GIRLS TO ENRICH NON-FORMAL EDUCATION CURRICULUM

### I. INTRODUCTION

Indian Constitution provides for free and compulsory education for all the children until they complete the age of 14 years. Efforts have been made to achieve this goal latest by 1995 through two channels of education viz. formal and non-formal systems of learning. POA of NPE (1986) has declared that children of all families ir-respective of their socio-economic background will be provided access to elementary education and emphasis will now shift from sheer enrolment to retention and quality of education. It also accepts that though "A programme of non-formal education has started but in terms of spread and quality it is rather unsatisfactory" (Chapter II, POA, NPE-1986) It further states that one of the essential characteristics of NPE is to relate learning activities to the learners' needs.

Keeping in view the strategies suggested in the POA a micro study viz. 'Identification of Educational Needs

was initiated by Women's Studies Unit of NCERT in the year 1987~~7~~1988.

## 2. SCOPE OF THE PROJECT

Broad objective of the study was to improve the quality of life of the girls coming to Non-formal Education Centres. Hence it was decided to put in efforts to;

- 2.1. Identify the educational needs of girls in the age group 9-14 years with a purpose to enrich Non-formal Educational Curriculum for enrolling them and retaining them at Non-formal Educational Centres till the completion of the course and improving their quality of life.
- 2.2. Realise the parameters of empowerment of women mentioned in POA, NPE (1986) through enriched curriculum.
- 2.3. To develop supplementary educational material to enrich Non-formal Educational curriculum for the target group.

2.3.1. It was planned to conduct the study in two phases. In the first phase, felt and desired educational needs of the target group were to be identified. In the second phase the NFE curriculum was to be enriched in the light of the identified needs. This brochure<sup>(1)</sup> contains the report of the first phase.

### 3. DELIMITATIONS

- 3.1. The study was conducted in the rural settings of district Sonapat in the state of Haryana to identify the educational needs of girls (9-14) belonging to economically disadvantaged groups. Only those girls who were attending NFECs or were the likely clientele for the NFECs were taken into consideration.
- 3.2. An attempt was made to strike a balance between the available physical facilities at NFECs and the desired educational needs of the target group. This worked as a check to putting forth theoretical suggestions.

4. Procedure for Identifying Educational Needs

4.1. For identifying the educational needs of the target group a developmental workshop was organised at Panchayat Bhavan, Sonapat (Haryana) from October 27 to 30, 1987.

4.2. Participants

Keeping in view the requirement of the workshop the invited group consisted of the District Adult and NFE officer, Project officers and a few Supervisors. These persons had practical experience in the field of NFE for girls. A representative of a voluntary organisation who had worked in the area was also invited to derive benefit from their experiences in the area.

A few Teacher Educators and curriculum experts were also associated to ensure that the ideas emerging during the workshop fulfil the accepted educational norms before inclusion in the suggested identified needs which were ultimately to form the basis of the enriched curriculum.

#### 4.3. Task Before the Participants

The participants were requested to concentrate on the following work points during the four day workshop.

- (i) Which sources may be tapped to ascertain the educational needs of the target group?
- (ii) What type of tools may be devised to gather requisite information from the suggested sources?
- (iii) What can be the educational needs of the target group in view of their experience in the field and in the light of the NPE 1986?

#### 4.4. The Line of Action

The workshop was inaugurated by the Principal, Hindu College of Education, Sonapat who was also the Hon. Director of the Workshop. He was of the view that it was usually mothers who stand in the way of sending girls to NFECs and suggested that a few enlightened rural mothers may be interviewed by the participants

before setting at work in the workshop. This step may help to have a first hand knowledge of the parents' expectations from the NFECs and a feel of the possible ways and means to sensitize them to the need for enriched curriculum (encompassing the ideas expressed in the NPE1986) for their daughters. This may also work as a check on the participants to include only those items in the identified needs which may later on be acceptable to parents and also work as hooking points for them to send their daughters to the NFECs. The suggestion was appreciated and a decision was taken to interview a few members of the selected Mahila Mandals during the afternoon session to obtain their views. Thereafter a general discussion was held on the work points of the workshop to enable each of the participants to have a clarity about the task to be completed during the subsequent sessions.

It was a coincidence that annual meeting of the members of the Mahila Mandals of the district Sonepat was being conducted on the same day. Hence it became easier to observe their activities and have discussions with a cross section of the members of the Mahila Mandals from different villages of the district. As predecided major portion of the afternoon session was spent for this purpose. The discussions and observation of the programme brought to light certain realities of life which were instrumental in crystalizing the thinking of the members and also helped them to stick to the work track.

Next day the group desired to visit some near by rural NFECs to get first hand information about the desirable component for the enrichment of curriculum. Hence first half of the day was spent for the purpose. The participants observed the working of NFECs, interacted with a few

instructors and learners to assess their felt need and existin gaps in the learning materials situat and processes which need to be abridged for makin the NFE cur iculum more meaningful for the target group. The rest of the day was utilised in exchange experiences in general session.

On the next day, participants observed the NFE Instructors ' Training Camp which was being conducted by the authorities during that period. This step helped them to have two fold advantages. Firstly they had an opportunity to share their experiences with the training staff to explore the educational needs of the target group further. Secondly it enabled them to have a feel of the NFE training procedures and the available human resource who was to later on utilise the suggested enriched curricular material. In this way forenoon of the third day was made use of for this purpose.



Afternoon session of the third day was utilized in discussing non-formal education and education for women's equality (Chapter II and XII of POA-NPE-1986) so that the expectations of POA may be kept in view while identifying the educational need for the enrichment programme for the target group.

The values commensurate with the status and empowerment of women identified at the NCERT level as an outcome of various workshops (Appendix I) were also kept in view by the group.

The ~~fourth~~ day of the workshop was spent by the participants in finalising their experiences in view of the assigned task and putting the same in a summary form for the guidance of the subsequent working group which was to develop the tools for gathering data from the field.

#### 4.5. Significant Ideas Emerged During the Workshop

During the four day workshop the participants visited, discussed, exchanged views with different agencies and also interacted among themselves in groups and in general sessions. A summary of the ideas which emerged in this process is given in the following pages. These ideas were put forth by the group keeping in mind the educational needs which should form a base for development of the enriched NFE curriculum for the target group and may work as guidepoints for the subsequent working groups.

4.5.1. The group opined that there is a dire need to supplement the existing NFE curriculum for girls. Those who are coming to the NFECs are mostly weaklings of the society and need special care and treatment. Most of the parents of these female learners are below poverty line. Hence they are a deprived group and will not stick to the NFECs unless the curriculum is enriched to their specific needs and requirements.

4.5.2. Felt needs of the target group can be identified after comprehensive discussions with a selected group of instructors, supervisors and senior staff dealing with NFECs in rural areas, parents, daughters and enlightened community leaders. These are the agencies which can be tapped for ascertaining educational needs of the target group in the process of developing enriched NFE curriculum.

4.5.3. It was felt that only ~~those~~ educational needs may be considered for forming the basis of enrichment material which fulfil the following criteria. These should be:

- (a) the felt needs of the learners;
- (b) instrumental in improving the quality of life of the finished product;
- (c) in line with the philosophy of NFE (1986);
- (d) functional and not only of academic interest;
- (e) helpful in motivating parents to send their daughters to NFECs and retain them there till the completion of the course.

4.5.4. Tools to get information about the educational needs of the target group should be diagnostic and instructive. The idea behind this suggestion was that most of the interviewers may not be enlightened to the extent to suggest instructional items for insertion in the NFE curriculum. Hence, an opinionnaire may be prepared for obtaining requisite information and interview schedules may be developed to obtain the data.

4.5.5 The interview schedule should cover questions concerning reasons for non-enrolment and drop out; and their vocational aspirations. Their views on the educational component which the enriched NFE curriculum should contain to improve the quality of life of the target group should also be obtained. It was envisaged that such information will help in developing the curriculum which will have its base on the felt needs of the consumers of the finished product.

4.5.6. The participants also felt that participatory instruction which is repeatedly emphasised in the POA should form an integral part of NFE to make it interesting for the learners.

4.5.7. Economic constraints of the consumers stand in the way of the full utilisation of NFE channel in the rural areas. In this context the participants felt that the instructional programme at NFECS should revolve around the sought after local vocations or the likely vocations expected to start or grow under the government schemes or plans of the non-governmental agencies. The expectation of the villagers from NFE is to get help for their children to survive. The majority of the learners for whom these centres have been opened are not getting full meals what to say of nourishing diet. Hence the type of theoretical education which is being presently imparted with not even a ray of hope that it will

prepare them to pursue professional courses after its completion, surely needs to be supplemented with some other items of instructions, which may give an assurance to the learners of developing their learning capability, in the years to come, to make both ends meet.

4.5.8. There is a need to transform the personality of the learners. Such type of material may be developed which may help her to develop scientific temper. She should learn to raise questions and try to find out suitable answers for herself. She should strongly react to all sort of discrimination and exploitation. Side by side the methods which may help to transform her personality in this direction may be worked out. Method and material should be such which may inculcate a desire in the learners to fight back all injustice done to females whether in family or in society by contacting the appropriate agencies and group cohesion.

4.5.9. ~~Girls~~ lack general awareness about the developmental programmes and welfare schemes, legal rights and the agencies provided to protect these rights, facilities provided by financial institutions, health and animal care programmes, information about science and technology etc. Such type of knowledge need to be imparted at NFECs to equip girls for better future life.

4.5.10. NFE curriculum should enable girls to understand and analyse their needs and develop a desire to find out ways to fulfil the same. They should also develop courage and inner motivation to face different odds coming in the way of the realisation of those needs. But crux of the problem is to change their thinking and way of looking at life. If through education a desire to live a better life is created in them then perhaps half the battle is won. NFE should inculcate in them that they are a person, a human being and capable of achieving all those aims which any person has been able to realise.

The complexes, the age old inhibitions, the outdated taboos e.g. "I am a girl how can I do this and that?" or "I am a girl what can I do?" need to be rooted out of their tender subconscious minds by following different educational processes.

4.5.11. There is a need to create conditions at NFECs for the spontaneous growth of the learners.

They may be given an opportunity to think about what is good for them. This will give them a feel of partnership in the process of learning situations and their mental growth.

4.5.12. As the situation exists girls' contribution to the household chores and family income remains often under valued and invisible. Neither the family nor the society at large attaches much importance to the same. Worst part of the situation is that even females themselves



do not perceive their contribution of much value. There is a need to decondition them and regenerate the qualities of self assertion and ability to fight for recognition of their just status at home and later on at the place of work. But the difficulty is that learners have low self image when they join NFECs. Such items may be included in the curriculum which may make them self confident and negate negative values in them.

4.5.13. Their educational need is that they should be encouraged to raise their expectations from themselves and develop a desire for upward mobility in life. When a girl comes to the NFECs, different models of life can be verbally depicted to her

in order to raise a desire in her to pick up a right model for her future life. Subsequently she may be imparted knowledge of the ways, processes which can help her in realising that model which may lead her to the life pattern. She should understand that education is a powerful instrument which can open various venues of progress for her. Once a girl is motivated to lead a better life and is also convinced that education at NFECs will show her a way to realise her dream then it will be much easier to retain her at the centre.

Girls in the rural areas are so hardworking that they will try to find out time for studies at the centre as well as at home. Moreover timings can be adjusted at the NFECs as per their needs. It appears that the

problem of shortage of time with the girls is not that acute as has been often felt by the planners. On the contrary the seriousness of the problem lies in convincing them about their capability to lead better life through education and motivating them to develop strong will power to come out from the drudgery of life.

4.5.14. The enriched programme should make girls aware that in the transitory phase they are likely to get frequent resistance to their assertion for their just status in the society but they should not get discouraged. Their potentialities of divergent and critical thinking and deep insight to solve their problems themselves should be developed. They should stop looking towards others for protection and solving their problems. The NFEC should provide them opportunities for involvement and taking decisions of which they are usually deprived at the family level.

- 4.5.15. Learner should be prepared to restrain from discriminating boys and girls through action, expression and behaviour at present and in their later years when they enter family life and as such should set a ball rolling in the positive chain reaction in the society.
- 4.5.16. Steps may be taken to inculcate feelings in the learners against consumerism and for a need based consumption.
- 4.5.17. The learner should have knowledge of self defence to protect her physically against maltreatment at home and society at large. Another idea may be instilled in her mind that physical assault even of the worst kind like rape, if unfortunately happens to her at any stage in future life should not shake her to the roots. She should learn to take it in a stride like any other mishap e.g. accident, theft, robbery etc. Such incidents do happen in life generally because of no fault of a person.

One learns from such experiences to be more alert and careful but does not stop taking interest in life. Similarly she should learn not to attach any social stigma to such happening if this happens to others or in her own life. Going one step further she should be educated to discourage others in the community from adding any social stigma to such type of sad incidents.

4.5.18. Most of the girls get married after the completion of the five year course at NFECs. Hence there is a need to provide them knowledge about sex education, ability to exercise their right to control their fertility, child care and family welfare programmes. They should also be imparted information about the agencies which are controlling these facilities and the programmes.

4.5.19. Learner should be sociable and sensitive to the needs of the community and should be made competent to take out other females from narrow outlook of

thoughts, expressions and actions to a brighter future in the later years of her life. After education at the NFEC she should not alienate herself from the local community but have a strong desire to improve it.

The guidelines developed during the first workshop were scrutinised in the Women's Study Unit. It was felt that another workshop of a select group of persons may be organised to develop tool(s) for obtaining views of the concerned field agencies about the felt educational needs of the target group. Hence steps were taken to conduct the second workshop. Details of the same are given in the pages that follow.

5. Development of Tool for Collection of Data from the Field

5.1. A workshop was conducted at Sonapat (Haryana) from November 16-21, 1987. It was a small group consisting of a statistical officer from University of Kanpur; a Social Scientist from ICSSR, New Delhi; a senior officer of the Institute of Applied Manpower Research New Delhi; District Adult Education officer, Sonapat, District Survey Officer Sonapat; and District Education Officer, Sonapat.

5.2. Orientation to the Task

An overview of the project was given to the working group. The task so far completed with the help of the first working group was explained to them. They were requested to look into the following aspects of the programme during the five day meet.

5.2.1. To develop interview schedule(s) for the parents, their daughters and key informants keeping in view the guidelines evolved during the first workshop.

5.2.2. To develop a sampling design in a way that it is representative of the views of the economically disadvantaged group of the population living in rural areas of district Sonapat.

### 5.3. Work Plan

The working group chalked out their plan of work after discussion in a general session and took following steps to complete the assignment in time.

#### 5.3.1. Development of Tools

(i) The group <sup>went</sup> through the background material and developed three interview schedules one each for the parents, their corresponding daughters and the key informants (official or non-official). These schedules may be referred to at Appendix III. These interview



schedules covered questions concerning reasons for non-enrolment and drop out at NFECs. Vocational aspirations, general awareness (social, economical, legal etc.), and some items of educational component which can be instrumental in improving the quality of life of the target group in the years to come and prepare them to face life situations confidently at home, place of work and in the society at large.

- (ii) The material thus developed was tried out on a selected group of parents, their daughters, NFEC's instructor and a few community leaders in Murthal village of district Sonapat. This step helped in ascertaining the practicability of collecting information through these schedules. Requisite amendments were made in the light of the experience gained during the preliminary try out of the tools.

### 5.3.2. Sampling Design

There are 331 inhabited villages in district Sonapat. Out of these 17 villages (5% sample approximately) were selected for the purpose. List of the villages may be seen at appendix IV. The following criteria was kept in view while making a choice for a particular village.

- (i) There was a NFEC for girls.
- (ii) There was atleast a primary school for girls or a co-educational school.
- (iii) The ratio of scheduled caste population to the total population in the village was 16% or above (it may be pointed out that according to census 1981 percentage of scheduled caste population to the total population in Haryana state is 19.07 and in the Sonapat district it is 16.79.

It was presumed that the scheduled caste population which was sending their daughters to NFECs was an economically disadvantaged group. The sample however covered mothers and children belonging to other castes also who were not economically better off and considered NFEC the only practical solution for the education of their daughters.

In each village the Instructor of NFEC, at least one community leader, a mother and the corresponding daughter who was a non starter, a mother and her daughter who had studied at NFEC at least for one year and had dropped out from NFEC and had not joined any formal school thereafter, a mother and her daughter who was still continuing in the NFEC were to be selected for interview.

The community leaders, mothers and the daughters were to be selected at random from each of the 17 villages.

### 5.3.3. Plan for Collection of Data

It was suggested that the field data may be collected with the help of persons who know the local dialect and were capable of establishing rapport with the interviewee. They should also have patience and sharpness of mind to keep the attention of the interviewee engaged around the topic of discussion.

### 5.3.4. Outcomes of the workshop

The outcomes of the second workshop were the three tools one each for mothers, daughters and key informants (Instructors and community leaders). The list of sample villages for collecting data were finalised and plan for the collection of data was also worked out.

## 6. Collection of Data from the Villages

After the development of the tools the main task ahead was to collect data from the field. A brief resume of the steps taken in this direction is given in the following paragraphs.

6.1. Selection and Orientation of the Interviewers

It was not possible for the Investigator to cover all the 17 villages. Hence the district Adult Education and NFE officer, Sonapat was requested to lend the services of some supervisors from the department for the purpose. These supervisors were oriented in the technique of conducting interviews with the help of the developed tools. In the first instance mock interview sessions were held and later on their work in the field was supervised from time to time to provide them guidance and co-operation on the spot. It was clearly pointed out to the interviewers that purpose of this study was not to get entrapped in any statistical jugglery but to go into the depth to have a genuine feel of the felt educational needs of the target group which may enable Women's Study Unit to prepare enriched curricular programme for the consumers' benefit. As such they were expected to see beneath the

line while conducting the interview of the villagers and try to be patient to their whims and accommodate them to the maximum possible extent.

The interviewers were instructed to adhere to the already developed sampling design and avoid deviation from it unless it was absolutely essential.

#### 6.2. Respondants to the Data

As per sampling design data was collected from the following sources:

S.No.	AGENCY	No.	REMARKS
(i)	NFE Instructors	17	One each from the NFECS located in 17 villages.
			(ii) These NFECS were for girls.
(ii)	Community leaders	17	(i) This group consisted of one

S.No.	AGENCY	NUMBER	REMARKS
			leader from each of the 17 selected villages.
			(ii) These included members of Mahila Mandals, Sarpunch, retired government employees, Post-master, army men, Tehsildar etc.
(iii)	Mother and their daughters	34	One mother and her daughter who was non-starter, nine plus and likely candidate for NFED were selected at random from each of the 17 selected villages.
(iv)	Mothers and their daughters (dropouts from NFECs)	34	One mother and her daughter who had joined NFEC for

atleast one year but  
had dropped out and not  
joined any formal  
schools and was nine  
plus were selected at  
random from each of  
the 17 sampled villages.

(v) Mother and their  
daughters (still  
continuing at NFECs) 34

One mother and her  
daughter who had  
joined and was still  
continuing at NFEC  
atleast for the last  
one year and was nine  
plus were selected at  
random from each of  
the 17 sampled v llages.

(vi) Senior officers  
concerned with NFECs'  
administration 4

These officers were  
concerned with the  
smooth administration  
of the NFECs and were  
working at the district  
and block levels.

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In this way there were 140 respondents to the interview schedules. The 51 mothers and 51 daughters selected in the sample belonged to economically disadvantaged groups. Only those mothers and their daughters were interviewed who appeared intelligent, co-operative and willing to spare time for discussion and sharing ideas concerning the items included in the tools. The same criteria were applied to the 17 community leaders and 4 officers concerned with NFECs' administration. As only one Instructor is provided for a NFEC so the question of making any choice did not arise in their case.

### 6.3. Difficulties Encountered

It was a real challenge to gather data from the village folk because they had neither time nor interest to ponder over or share thinking about the educational needs of the girls. It was a hard task to bring them around the pre-planned discussion points as they were more keen to know about the do's, if any, the government is

planning to give to the girls than discussing the ways which may widen their mental horizon and make them socially and legally aware of their rights. The mind of most of the females was found badly conditioned to the myth that girls were inferior to boys physically, mentally, emotionally, socially etc. and education is no viable means to bridge this gap. Hence they were least interested to discuss about the future educational requirements of the girls. The interviewers had to solicit the help of the Mahila Mandals, local staff of the Health Department and other influential persons to persuade the mothers to willingly share the views with the interviewers.

#### 6.4. An Overview of the Responses

As stated earlier the purpose of interviewing the target group was simply to get their views on the envisaged items developed during the previous workshops. The main purpose was to ensure the inclusion of only those items which

were workable, based on the felt needs of the consumers and fulfilled their future educational aspirations from the NFECs and helped in improving the quality of their life. A brief resume of the relevant views of the respondents and impressions of the interviewers is given below.

6.4.1. During discussions with the target group it was felt that an average village women in Haryana is not ignorant about the educational needs or requirement of her daughters. Most of the women may not be literate but they cannot be called uneducated as they have the capability of understanding and analysing the existing societal environment, spirilling price rise of essential commodities, limited work opportunities in the villages and their financial restraints in sending their daughters to NFECs.

6.4.2. In majority of families social taboos were no more a strong reason to withhold girls back from learning institutions. The main reason

was that parents did not see any economic utility of the instructions imparted to girls in the NFECs. They felt that the girls can learn better skills of making money in their later life simply by observation if they accompany their parent(s) to their work place. The respondents strongly felt a need for such type of education in the NFECs which may prepare train or equip girls for some kind of expenditure saving and income generation processes after the completion of elementary education.

6.4.3. The respondents were of the view that learners did not find the instructional programme interesting at the NFECs partly because they were physically tired (after work at home or outside home) when they reached the centre and partly as the Instructors did not take pains to make instructions interesting for them. There was a strong feeling that if girls were to be enrolled and retained in the NFECs then there should be a provision for some extra

guiding facilities as per individuals needs and deficiencies of the learners. Timings for these facilities should be flexible and learners should have easy and free access to the Instructors for this purpose. Most of the respondents expressed their helplessness in providing educational environment, supervision or guidance facilities at home due to their financial and educational limitations.

6.4.4.        The respondents did realise the importance of education. They agreed that it will make learners more rational and enable them to understand others' views in society in a better way but they repeatedly pointed out directly or indirectly that their first and foremost problem was of survival, the education comes only next. Moreover they did not perceive the education imparted at NFECs as a critical skill which would help them to improve their lives at home or in the world of work during or even after the completion of the course.

Most of the respondents rather desired that the learners should be provided knowledge and skills which they would require as skilled labourers, farmers or in other professions which are likely to come up in the near future in or around the villages. Some of the respondents were vocal to the extent that the education imparted at NFEC was hardly of any use to them and added that the girls coming out of NFECs were as docile as the non-enrolled ones and were not able to deal with their oppressors at their matrimonial homes or the rich wage employers boldly.

Taking a clue from this it was felt that the enriched curricular programme should intensively work on the processes which may develop in them the capacity and skill to analyse their problems, requirements and effective communication skills. Through various curricular and co-curricular activities the seed of fighting injustice unitedly may be sown in them from the initial years of

their formal learning processes through non-formal infrastructure. It was clear that mere literacy campaigns were not the need of the time for rural learners. They need much more beyond it. These literacy campaigns may be a great satisfaction for the planners but have negligible utility for the learners for whom these are being launched or emphasised in a segmented way.

6.4.5. Most of the respondents (except a few key persons) were not aware of the benefits provided under various government welfare schemes (e.g. IRDP, TRYSM etc.), details of saving bank and loan facilities provided by different financial institutions, health and animal care benefits, agencies to be contacted in the event of unpleasant social incidents and mishaps; happy home and community concept; legal literacy aspects etc. They also indicated that education does not equip learners with the knowledge and skill of proper handling and maintenance of domestic

equipments of day today use. But the significant point in this direction was that they strongly desired that the girls should have this type of information so that they may take advantage of the same for improving their lot. They also agreed that majority of girls who had completed their education or were in the process of it did not have desired qualities of self confidence, positive self image, economic self reliance, decision making power, group cohesion and ability to resist and fight back physical, emotional and economic exploitation at home and in the community at large. They agreed that there was a need to develop such qualities in the learners in the rapidly changing socio-economic context but at the same time expressed reservations about the possibility of education fulfilling these requirements under the present infrastructure of NFECs.



VII. CONCLUSIONS

- 7.1. After conducting the interviews it was felt that the curricular input envisaged during the earlier workshops had the approval of the consumers in the field. This inspired a confidence in the investigator to accept the suggested curricular guide points (4.5) as a base for developing the structure of enriched curricular programme for the target group.
- 7.2. It was felt that the guidelines (4.5) as well as the views of the respondents gathered from the field (6.4.) may be put up before a select group of experts for working out systematic details of the content of the enriched curricular programme age and level-wise for the girls belonging to economically disadvantaged groups of society and enrolled in NFECs situated in the rural areas of district Sonapat (Haryana).
- 7.3. The procedure adopted in developing such guide points may work as one of the models for exploring the felt educational needs of girls

in an area for developing enriched curricular material for learners.

- 7.4. The guide points developed in this process may also be adopted or adapted for developing enrichment material for the learners of NFECs located in similar circumstances and socio-economic environments in other parts of the country.

## VIII. RESUME OF THE STUDY

### I. INTRODUCTION:

NPE (1986) envisages to achieve the targets of universalisation of education through two parallel streams of education viz. formal and non-formal. In POA of NPE (1986) the emphasis has shifted from sheer enrolment to retention and quality of education, irrespective of socio-economic background of the learners or stream of education. It is further stated that one of the essential characteristics of NPE is to relate learning activities to the learners' needs. As a step to implement the strategies suggested in the POA a micro study for the identification of educational needs of girls (9-14) belonging to economically disadvantaged groups of society was conducted by Women's studies Unit of the NCERT in the year 1987-88 in 17 selected villages (approximately 5% sample) of district Sonapat (Haryana). The efforts were concentrated to identify the educational needs of only those girls who were attending NFECs or were the likely clientele

for these centres with a purpose to develop an enriched supplementary curricular material for them to improve their quality of life. It was planned to conduct the study in two phases. In the first phase felt and desired educational needs of the target group were identified for subsequent development of supplementary educational material to enrich NFE curriculum.

In the second phase the NFE curriculum will be enriched in the light of the suggested guidelines. This brochure contains the report of the first phase.

#### II. METHODOLOGY FOR IDENTIFYING EDUCATIONAL NEEDS FOR DEVELOPING ENRICHED SUPPLEMENTARY CURRICULAR MATERIAL

The educational needs of the target group were identified with the co-operation and collaboration with a select group of the administrators, supervisors, instructors dealing with NFE programme in the district; Education Officer; teacher educators; statistical officer; social scientists; voluntary organisations which had worked in NFE area; Mahila Mandals; parents whose daughters had been attending NFECs or were the likely

clientele for the NFECs; actual and the prospective learners of NFECs; and community leaders interested in strengthening the NFE programme for girls (9-14). After completing intensive spade work at the WSU (NCERT) two workshops were organised to develop requisite material. During the first workshop the persons associated with the study visited and observed the working of NFECs; training programme for NFE supervisors; discussed and exchanged views with different agencies referred to above; and also interacted among themselves in groups as well as in general sessions to suggest educational needs for the development of supplementary curricular material. During the second workshop three interview schedules one each for the parents, their corresponding daughters and the key informants alongwith the sampling design and plan for collection of data were finalised.

The schedules were a sort of opinionnaires to get a feel of the consumers' views about the educational needs on which the supplementary curricular material was to be based by the later working groups. Their responses



facilitated giving practical touch to the educational needs and finalising the same.

The method adopted in identifying the educational needs may be considered as one of the models and alternative methods may be thought over and tried out by the persons concerned with this area.

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### III. AN OVERVIEW OF THE CONSUMERS' RESPONSES

A brief account of the views expressed by parents, daughters, community leaders and general impressions of the interviewers is given in the following paragraphs.

1. During discussions it was felt that an average village women in Haryana is not ignorant about the educational needs or requirements of her daughters. Most of the women may not be literate but they cannot be called uneducated as they have the capability of understanding and analysing the existing societal or spiralling price rise of essential commodities, work opportunities in the villages and their financial restraints in sending their daughters to NFECs.





2. In majority of families social taboos were no more a strong reason to withhold girls back from learning institutions. The main reason was that parents did not see any economic utility of the instructions imparted to girls in the NFECs. They felt that the girls can learn better skills for making money in their life simply by observation if they accompany their parent(s) to their work place. They strongly felt a need for such type of education in the NFECs which may prepare, train or equip girls for some kind of expenditure saving and income generation processes after the completion of elementary education.

3. A general view was that learners did not find the instructional programme interesting at the NFECs partly because they were physically tired (after work at home or outside home) when they reached the centre and partly as the Instructors did not take pains to make instructions interesting for them.

3.1. There was a strong feeling that if girls were to be enrolled and retained in the NFECs then there should be a provision for some guiding facilities as per individuals' needs and deficiencies of the learners. Timings for these facilities should be flexible. The learners should have easy and free access to the Instructors for this purpose. It was realised that the parents can not provide educational environment, supervision and guidance facilities to their daughters at home due to their financial and educational limitations.

4. The learners and their parents do realise the importance of education. But their foremost problem was of survival, the education came only next. Moreover they did not perceive the education imparted at NFECs as a critical skill which would help learners to improve their lives at home or in the world of work during or even after the completion of the course. They desired that the learners should be provided knowledge and skills

which they would require as skilled labourers, farmers or in other professions which are likely to come up in the near future in or around the villages. Some of the parents were vocal to the extent that the education imparted at NFECs was hardly of any use and added that the girls coming out of the NFECs were as docile as the non-enrolled ones and were not able to deal with their oppressors at their matrimonial homes or the rich wage employers boldly.

- 4.1. Taking a clue from this it was felt that the enriched curricular programme should intensively work on the processes which may develop in them the capacity and skill to analyse their problems, requirements and effective communication skills. Through various curricular and co-curricular activities the seed for fighting injustice unitedly may be sown in them from the initial years of their formal learning processes through non-formal infrastructure. It was clear that these literacy campaigns may be of a great satisfaction to the planners but have negligible utility for the learners for whom these are being launched or emphasised in a segmented way.

5. Most of the respondents except a few key persons were not aware of the benefits provided under various government welfare schemes (e.g. IRDP, TRYSM etc.), details of saving bank accounts and loan facilities provided by different financial institutions, health and animal care benefits, agencies to be contacted in the event of unpleasant social incidents and mishaps; happy home and community concept; legal literacy aspects etc. They also indicated that education does not equip learners with the knowledge and skill of proper handling and maintenance of domestic equipments of day to day use. But the significant point in this direction was that they strongly desired that the girls should have this type of information so that they may take advantage of it for improving their lot. They also agreed that majority of girls who had completed their education or were in the process or it, did not have desired qualities of self confidence, positive self image, economic self reliance, decision making powers, group cohesion and ability to resist and fight back physical,

emotional and economic exploitation at home and in the community at large. They agreed that there was a need to develop such qualities in the learners in the rapidly changing socio-economic context but at the same time expressed reservations about the possibility of education fulfilling these requirements under the present infrastructure of NFECs.

#### IV. EDUCATIONAL NEEDS OF THE GIRLS (9-14) JOINING NFE SYSTEM

Significant ideas concerning educational needs and their identification processes for the girls (9-14) in the NFE system are summarized in the following pages of the report.

1. There is a dire need to supplement the existing NFE curriculum for girls. Those who are coming to the NFECs are mostly weaklings of the society and need special care and treatment. Most of the parents of these female learners are below poverty line. Hence they are a deprived group and will not stick to the NFECs unless the curriculum is enriched to their specific needs and requirements.

2. Felt needs of the target group can be identified after comprehensive discussions with a selected group of instructors, supervisors and senior staff dealing with NFECS in rural areas, parents, daughters and enlightened community leaders. These are the agencies which can be tapped for ascertaining educational needs of the target group.

3. ~~It was~~ felt that ~~only these~~ educational needs may be considered for forming the basis of enrichment material which fulfil the following criteria.

These should be:

- a) the felt needs of the learners;
- b) instrumental in improving the quality of life of the finished product;
- c) in line with the philosophy of NFE (1986);
- d) functional and not only of academic interest;
- e) helpful in motivating parents to send their daughters to NFECS and retain them there till the completion of the course.

4. Tools to get information about the educational needs of the target group should be diagnostic cum instructive. The idea behind this suggestion is that most of the interviewee may not be enlightened to the extent to suggest instructional items for insertion in the NFE curriculum. Hence an opinionnaire may be prepared for obtaining requisite information and interview schedules may be developed to obtain the data.
5. The interview schedule should cover questions concerning reasons for non-enrolment and dropout; and their vocational aspirations. Their views on the educational component which the enriched NFE curriculum should contain to improve the quality of life of the target group should also be obtained. It was envisaged that such information will help in developing the enrichment curricular material which will have its base on the felt needs of the consumers of the finished product.

6. It was felt that participatory instruction which is repeatedly emphasised in the POA should form an integral part of NFE to make it interesting for the learners.
7. Economic constraints of the consumers stand in the way of the full utilisation of NFE channel in the rural areas. In this context it was felt that the instructional programme at HPECs should revolve around the sought after local vocations or the likely vocations expected to start or grow under the government schemes or plans of the non-governmental agencies.
  - 7.1 The majority of the learners for whom these centres have been opened are not getting even full meals. Hence the type of theoretical education which is being presently imparted with not even a ray of hope that it will prepare them to pursue professional courses after its completion, surely needs to be supplemented with some other items of instructions, which may give an assurance to the



learners, of developing their earning capability, in the years to come, to meet both ends meet.

8. There is a need to transform the personality of the learners. Such type of material and learning processes may be developed which may help her to develop scientific temper. She should learn to raise questions and try to find out suitable answers for herself. She should strongly react to all sort of discrimination and exploitation. Side by side the methods which may help to transform her personality in this direction may be worked out. Method and material should be such which may inculcate a desire in the learners to fight back all injustice done to females whether in family or in society by contacting the appropriate agencies and group cohesion.

9. Girls' lack general awareness about the developmental programmes and welfare schemes, legal rights and the agencies provided to protect these rights, facilities provided by financial institutions, health and animal

care programmes, information about science and technology etc. Such type of knowledge needs to be imparted at NFECS to equip girls for better future life. Resource Centres in the state should develop such material, in the language which is understood by the consumers.

10. NFE curriculum should enable girls to understand and analyse their needs and develop a desire to find out ways to fulfill the same. They should also develop courage and inner motivation to face different odds coming in the way of the realisation of these needs. But crux of the problem is to change their thinking and way of looking at life. If through education a desire to live a better life may be created in them then perhaps half the battle is won. NFE should inculcate in them that they are a person, a human being and capable of achieving all those aims which any person has been able to realise. The complexes, the age old inhibitions, the outdated taboos e.g. 'I am a girl how can I do

this and that?' or 'I am a girl. What can I do?' need to be rooted out of their tender subconscious minds by following different educational processes.

11. There is a need to create conditions at NFECs for the spontaneous growth of the learners. They may be given an opportunity to think about what is good for them. This will give them a feel of partnership in the process of their learning situations and their mental growth.
12. As the situation exists girls' contribution to the household chores and family income remains often under valued and invisible. Neither the family nor the society at large attaches much importance to the same. Worst part of the situation is that even females themselves do not perceive their contribution of much value. There is a need to decondition them and regenerate the qualities of self assertion and ability to fight for recognition of their just status at home and later on at the place of work. But the difficulty is that learners have low self image

when they join NFECs. Hence such items may be included in the curriculum which may make them self confident and negate negative values in them.

13. Their educational need is that they should be encouraged to raise their expectations from themselves and develop a desire for upward mobility in life. When a girl comes to the NFECs, different models of life can be verbally depicted to her in order to raise a desire in her to pick up a right model for her future life. Subsequently she may be imparted knowledge of the ways, processes which can help her in realising that model which may lead her to that life pattern. She should understand that education is a powerful instrument which can open various venues of progress for her. Once a girl is motivated to lead a better life and is also convinced that education at NFECs will show her a way to realise her dream then it will be much easier to retain her at the centre.

13.1. Girls in the rural areas are so hardworking that they will try to find out time for studies at the centre as well as at home. Moreover timings can be adjusted at the NFECs as per their needs. It appears that the problem of shortage of time with the girls is not that acute as has been often felt by the planners. On the contrary the seriousness of the problem lies in convincing them about their capability to lead better life through education and motivating them to develop strong will power to come out from the drudgery of life.

14. The enriched programme should make girls aware that in the transitory phase they are likely to get frequent resistance to their assertion for their just status in the society but they should not get discouraged. Their potentialities of divergent and critical thinking and deep insight to solve their problems themselves should be developed. They should stop looking towards others for protection and solving their problems. The NFEC should provide them

opportunities for involvement and taking decisions of which they are usually deprived at the family level.

15. Learner should be prepared to restrain from discriminating boys and girls through action, expression and behaviour at present and in their later years when they enter family life and as such should set a ball rolling in the positive chain reaction in the society.
16. Steps may be taken to inculcate feelings in the learners against consumerism and for a need based consumption.
17. The learner should have knowledge of self defence to protect her physically against maltreatment at home and society at large. Another idea may be instilled in her mind that physical assault even of the worst kind like rape, if unfortunately happens to her at any stage in future life, should not shake her to the roots. She should learn to

take it in a stride like any other mishap e.g. accident, theft, robbery etc. Such incidents do happen in life generally because of no fault of a person. One learns from such experience to be more alert and careful but does not stop taking interest in life. Similarly she should learn not to attach any social stigma to such happening if this happens to others or in her own life. Going one step further she should be educated to discourage others in the community from adding any social stigma to such type of sad incidents.

18. Most of the girls get married after the completion of the five year course at NFECs. Hence there is a need to provide them knowledge about sex education, ability to exercise their right to control their fertility, child care and family welfare programmes. They should also be imparted information about the and the pr... re controlling these facilities

19. Learner should be sociable and sensitive to the needs of the community and should be made competent to take out other females from narrow outlook of thoughts, expressions and actions to a brighter future in the later years of her life. After education at the NFECs she should not alienate herself from the local community but have a strong desire to improve it.

V. Concluding Remarks

The ideas expressed in the foregoing pages are based on empirical data and may be made use of by the planners, policy makers, administrators, curriculum developers, supervisors and instructors of NFECs for bringing qualitative change in the instructional programme at the NFECs.

For effective implementation of the programme steps may be taken to mobilise the parents and the local community to lend support to the enriched NFE programme in their area so that the values inculcated in the learners for their development and empowerment are not negated by the community and the learners get the maximum benefit from the same.







## Appendix I

### Values Commensurate with Status of Women and Empowerment of Women through Education

The National Seminar on Values and Processes for the Empowerment of Women through Education held in the year 1987 tried to have a fresh look into the objectives and made editorial as well as additional recommendations to the objectives.

1. In the educational system, areas of home management should be projected as joint responsibilities of all members. Dignity of labour must find reflection while taking care of the roles performed, so that men and women develop respect for the roles performed inside and outside home.
2. Dependence of girls and women as a traditional value must be rejected, from which it follows that emphasis has to be laid on equal commitment for work at home and outside, by both the sexes.
3. Equality of opportunity in all walks of life must lead to the realization of the responsibility of equal participation in the development of the nation. Women should be able to attain their fulfilment by getting conscious of their rights and abilities.

4. Decision-making process at all levels from family to society being shared by both the sexes must be emphasised.
  5. The concept of consumerism leading to women becoming prosperity symbol must be rejected and need-based consumption must be emphasised.
  6. Women should not be projected as sex symbols and dignity of persons is to be promoted so that women become self-reliant, self-propelled and self-directed instead of being continuously protected.
  7. Systematic understandings and campaigns against all practices regarding sexes in matrimony e.g. dowry and bride price must be organised.
  8. Development of vocational skills and competencies among women for their economic independence and optimal development of the country must be emphasised at all levels of education from which it follows that women's education must be geared to scientific and technological advancement of the girls and women.
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## Appendix II

WORKING PAPERS FOR THE WORKSHOPSIdentification of Future Educational Needs  
of Girls to Enrich Non-formal Education(NFE)  
Curriculum for Girls - An Approach

- Janak Duggal

Universalisation of elementary education of girls is the foremost need of the day. NFE is an other channel which has been opened to expedite achievement of this purpose. According to Industries Minister, Haryana, State Government has earmarked Rs.3 crores for adult and non-formal education during the year 1987-88. Under the Scheme 1000 adult education centres will be opened (Times of India - 8th Oct.1987). Government of India is also providing 90% grant to the States for running NFE Centres for girls. But inspite of the best efforts the goal is evading us and unfulfillment of the desired targets generate anxiety in the minds of the educationists and the planners at the helm of the affairs. Different Strategies are envisaged to get nearer to the set targets. The adoption of a project viz. "Identification of future educational needs of girls to enrich NFE Curriculum" is another bead in the

chain of this thinking process.

It was felt that girls are not attracted by NFECs to the desired extent because their educational needs are not adequately being fulfilled at the NFE Centres. If their genuine needs could be assessed then their rate of enrolment and retention may reach the set goals. It is thought that educational needs of the girls are mostly determined by their expected role in the family, society and their own role perception for themselves. Hence it is felt that opinion of the girls, their parents, community leaders, instructors and supervisors of NFECs, Educational Administrators and other concerned persons may be obtained to reach a workable conclusion. In the context of the foregoing viewpoint the following may be the work points in this workshop:

1. There may be certain educational needs of these girls which should be taken care of in the prescribed curriculum for increasing the rate of enrolment and retention in the NFECs.
2. The girls parents, community leaders, District Education Officer (NFE), Instructors and Supervisors of NFE and students themselves can be questioned about the unfulfilled educational needs of girls through NFE curriculum. Are there any other agencies

If yes then the same may be enlisted during the workshop.

3. Some of the broad points which may be helpful in collecting desired information can be about girls' physiological, psychological needs vis-a-vis their role in the family and society at large. Their needs in their world of work may also be identified. . As an expert you may like to add some more broad points which the tool for collecting information should encompass.
  4. The tools for collecting information from different agencies may differ from one another. During the workshop adequate time may have to be spent on developing these tools and preparing Hindi version of the same side by side.
  5. To ascertain the practicability of the tool, the experts may like to try out the same on a selected group of persons. This preliminary tryout in the actual situation may help them in the modification of the tool.
  6. Manual for administering the tool will also be worked out during workshop.
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Identification of Educational Needs of Girls  
to Enrich NFE Curriculum for Girls - A Viewpoint

.. Janak Duggal

In the changing socio-economic context there is an urgent need to restructure the NFE curriculum as far as the needs of girls specifically in the age-group 9-14 years, in the rural areas are concerned. Discussion on the following aspects may help in the identification of future educational needs of the girls:

1. Health Care Programmes: Through instruction the girls may be made to internalise the concept that prevention is better than cure. They may be imparted knowledge about the importance of sanitation, cleanliness of the environment at home and in the community; personal health hygiene; timely immunisation from various diseases for which the vaccines are available. For example if DPT/Polio/BCG, antitetanus vaccines are given in time they can lower the mortality rate to a great extent and save many a children from being physically handicapped.

Knowledge of the agencies which can be tapped for health care programmes may also be imparted to the girls.

There is a dire need to bring general awareness in girls about the importance of health care programmes and also boosting up their self image that they can be instrumental in improving quality of life in the villages.



2. Family Welfare Programmes: The girls should be made aware of the fatal effect of population explosion and its role in accentuating poverty. Need for proper spacing and limiting the family size may be emphasised while covering the later units of the NFE Curriculum.
3. Legal Literacy: Girls should be made aware of their legal rights concerning family property distribution; age of marriage; Dowry Act; right to elementary education etc and motivated to participate in decision making concerning their education; size of family; choice of the life partner, world of work etc.
4. Care of Aged in the Family: At present there is no systematic provision of old age pension or homes for the aged. Hence they are to depend mostly on the mercy of their children. Through NFE Curriculum the value that to look after the aged in the family is a privilege provided to the younger generation need/be inculcated and the girls may be trained to take up this responsibility happily. They should think that it is a sort of deferred return which they will be getting through their own children

in their old age. There should be sincerity of purpose in looking after the aged.

The curriculum should include the psychological and physiological needs of the aged which may be cared for by the girls as daughters and daughter-in-law. The information about the agencies which provide health care facilities; financial assistance etc for the aged may also be made known to the girls to enable them to make best use of the same for the benefit of the persons who need their care and affectionate protection. In majority of cases still joint family system exists in the villages. The girls if given proper understanding of the situation can be active carrier of the ideas to their homes and work as an agent of change in the community.

5. Empowerment of Women: National Policy on Education (1986) has strongly emphasised the interventionist role of education for raising women's social status as well as empowering them. Hence to gear the NFE system in a way so that it may play a positive interventionist role is the need of the time.

There should be all out efforts to make the girls self reliant not only economically but also emotionally. They should have an improved self image and confidence in themselves to face any situation they are pu in. A sort of discretionary power has to be

developed in the girls as to where they should adjust or protest to find out amicable solution to the problems.

The girls should be enabled to understand and oppose their economic, physical and emotional exploitation. The age-old tradition that girls should always be submissive and 'yes persons' has to be broken and a sense of dignity as an individual and scientific temper have to be developed in them by creating NFE in the desired direction. This is not so difficult provided there is sincere educational, social and political will to implement these ideas into practice. While working on this aspect the values commensurate with status of women and empowerment enlisted during the seminar held on March 30 to April 1, 1987 in the NCERT, New Delhi may be kept in view by the participants.

6. World of Work: Micro level research may be conducted to ascertain the world of work of the girls attending NFECs. Specific programmes may be initiated at the NFEC to improve their skill in that particular work. This will help them to be absorbed as skilled craft persons or labourers and consequently attract more girls to the NFECs.

The girls may also be informed about the future developmental plans in the area and job

opportunities generating from the same in the near future. Efforts may be made to develop capabilities in them to meet future job requirements.

7. Conclusion : During the workshop the above mentioned aspects may form a basis for discussion for identifying educational needs of girls to enrich NFE Curriculum. It is hoped that the future need based curriculum may be instrumental in developing the girls as a better citizen, a good human being, an efficient worker and a better adjusted person at home and in the society at large. Such girls may no longer be considered a burden on the family but may be an asset for the nation as a whole.

APPENDIX III

Schedule No.I

Interview Schedule for Parents

1. Name of the Village :
2. Name of the head of household :
3. Name of the respondent :
4. Relationship with head of household :
5. Caste and sub-caste :
6. Size of land holdings in the family (in local Unit)
7. Economic activities of the respondent
  - (A) Primary activity :
  - (B) Secondary activities:
8. Family income per month :  
(Tick appropriate Income Group)
  - (A) Below Rs.500/-
  - (B) Rs.500 - 1000/-
  - (C) Rs.1000- 2000/-
  - (D) Rs.2000- 3000/-
  - (E) Rs.3000/- and above.

9. What are the reasons of female children being in the category of Dropout or/and Non-starter:  
(Tick appropriate answer(s))

S.No.	DROP-OUTS	S.No.	NON-STARTER
1	Unwillingness of the child	1	Baby sitting
2	Unwillingness of yourself (Parents) for;	2	Ignorance of the importance of education
A.	Economic reasons	3	Physically handicap/ mental retardation
B.	Social reasons	4	Over-age
C.	Poor incentives	5	Poverty
D.	Baby sitting	6	Unwillingness of child
E.	Functional unusefulness of education	7	Stereotype behaviour of the teacher in the school
F.	Unhealthy environment in the school	8	Any other (specify) _____
G.	Lack of guidance at home		
H.	Lack of required guidance at school		
I.	Any other (specify) _____		

10. Whether attending NFE Centre? YES/NO  
(If not then reasons for not attending educational institution/NFEC may be asked from the respondent)
11. Please give your opinion whether you would like to have (a) Similar education for boys and girls  
YES/NO  
(b) Different types of education for boys and girls  
YES/NO
12. If different types of education for boys and girls is required then suggest specific areas for girls' education.  
(Do not ask if respondent believes in similar education for boys and girls)
13. Please give your opinion about the following:
- |  |  |
|--|--|
| (A) There is no difference between boys and girls in regard to the working areas (Tick only one) | Agree/<br>Disagree/<br>Undecided         |
| (B) If girls take up, learn and perform with efficiency the works usually done by boys           | Encourage/<br>Discourage/<br>Indifferent |

in the family, what will be  
your reaction (Tick only one)

- (C) If boys take up, learn and perform with efficiency the works usually done by the girls in the family, what will be your reaction towards them (Tick only one)
- |  |             |
|--|-------------|
|  | Encourage/  |
|  | Discourage/ |
|  | Indifferent |

14. How do you take vital family decisions:  
(Tick only one alternative)

- (A) BY yourself ( )
- (B) BY consulting wife alone ( )
- (C) BY consulting only members closer to you ( )
- (D) BY consulting wife and son(s) ( )
- (E) BY consulting wife, son(s) and daughter(s) ( )
- (F) BY consulting son(s), daughter(s) in-law, wife ( )
- (G) All family members ( )

15. Are you aware of the incentives given to girls belonging to:

- (A) Scheduled Castes
- (B) Backward Classes
- (C) Others

16. What type of incentives (Cash/Kind) are given to girls belonging to:

- (A) Scheduled Castes
- (B) Backward Classes
- (C) Others



17. What is the impact of these incentives on the following communities:

(A) Scheduled Castes	Positive/Negative
(B) Backward Classes	Positive/Negative
(C) Others	Positive/Negative

(Please examine whether these have positive or negative impact on motivation for attending school; building self image and self reliance in the girls and their parents; and reactions of the other communities because of these incentives being given only to the selected castes though some of them have come up in the economic ladder)

18. Please give your views regarding these incentives being given only on caste and class basis and not on the basis of economic grounds

Right/Wrong/  
Uncertain

19. Whether your daughter(s) (9-14) have knowledge and skill of proper handling and maintenance of domestic equipments like:

Stove	Yes/No
Pressure Cooker	Yes/No
Gas-choolah	Yes/No
Bio-gas Choolah	Yes/No
Electric Press	Yes/No
Heater	Yes/No
Sewing Machine	Yes/No
Replacement of fuse wire	Yes/No
Repair of hand pump	Yes/No
Handling of Washing Machine	Yes/No
Any other (Specify) _____	

( xvi )

20. If 'No' would you like them to have  
the knowledge and skill of handling  
these domestic equipments through  
education

Yes/No

21 to 24 Same statements as mentioned in Schedule III.

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Schedule No.II

Interview Schedule for Girls (Age group 9-14)

1. Name of the respondent
  2. Name of head of the household
  3. Age of the respondent (Years)
  4. Educational Status:-
    - (a) Non-starter
    - (b) Dropout
    - (c) Non-formal Education continuing
    - (d) \_\_\_\_\_
- 

Note: If the respondent belongs to category 'd' of educational status, stop interview. For remaining three categories switch over only to the respective part of the questionnaire for further interview

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I. NON-STARTER

5. Do you now feel interested in education? Yes/No  
If yes, give reasons, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
If No, give reasons, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Would you go to school if the reasons for your unwillingness to go to school are removed? Yes/No
7. What do you do during the day at home and outside home? Briefly enumerate the main activities.
8. If education increases your efficiency in your world of work, will you join School/NFEC? Yes/No

9. Do you have knowledge and skill of handling and repair of equipments of any type by use? Yes/No
10. If 'No' would you like to have this knowledge through education? Yes/No
11. Will you like to have knowledge on the items which we have discussed with your mother/father in your presence? Yes/No/  
Uncertain

## II. DROP-OUTS

1. Upto what level have you completed your education?
2. When did you leave your school?
3. Why did you leave the school?  
(Write specific reasons)
4. Did you join non-formal stream after leaving formal stream of education? Yes/No
5. a) If yes, why did you join NFE stream?  
  
b) If 'No' why did you not join?

6. What do you do during the day at home and outside home? Briefly enumerate the main activities
7. If education increases you efficiency in your world of work will you join school/~~NEP~~?
8. Do you have knowledge and skill of handling and repair of equipments of day to day use? Yes/No
9. If 'No', would you like to have this knowledge through education? Yes/No
10. Will you like to have knowledge of the items which we have discussed with your mother/father in your presence? Yes/No/  
Uncertain

III. INTERVIEW SCHEDULE FOR GIRLS STUDYING IN  
NON-FORMAL/CONTINUING EDUCATION CENTRES

1. How did you come to this Non-formal Centre (Tickmark)
  - (a) On your own ( )
  - (b) On your parents' advice/efforts ( )
  - (c) By neighbours' efforts ( )
  - (d) By the instructor ( )
  - (e) By Noni's friend/worker ( )
  - (f) Any other (Specify) \_\_\_\_\_
2. Why did you come to this Centre for education  
(Note down specific statement of the respondent in  
the light of economic, social and personal reasons)  
\_\_\_\_\_  
\_\_\_\_\_
3. Are those objectives being fulfilled with which you  
joined the Centre? Yes/No  
(a) If no, specify reasons \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you have knowledge and skill of handling, maintenance  
use? (Tickmark if 'Yes')  
- Stove  
- Pressure Cooker  
- Gas Chulah  
- Bio-gas Chulah  
- Electric Press  
- Miller  
- Sewing Machine  
- Replacement of fuse-wire  
- Repair of hand pump  
- Handling of washing machine  
- Any other equipments of day to day use (Specify)

( xx )

5. If not, would you like to have the knowledge and skill of handling these domestic equipments?

Yes/No

6. What do you do during the spare time at home or outside home? (Mention your main activities)

7. Is NFEC helpful to you in improving your efficiency in your world of work?

Yes/No

8. Will you like to give any suggestions for enriching curriculum in the light of the discussion which we had with your parent in your presence?

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## Schedule No. III

Interview Schedule for Key Informants.

1. Name of the village:
2. Name of the informant:
3. Age \_\_\_\_\_ Years
- 4.1 Caste & Sub-caste: \_\_\_\_\_
- 4.2 Education: \_\_\_\_\_
5. Profession/Occupation
6. Nature of leadership such as (MLA, Gram Pradhan, Member, Sarpanch, Doctor, Teacher, NFE Instructor, Administrator, Planner etc.)
7. Permanent resident/migrant
8. What are the reasons for not sending girls to educational institutions?
9. Please identify activities pertaining to agriculture and live stock performed by girls
10. Activities other than agricultural performed by girls
11. Do the girls have skill of handling and maintenance of domestic equipments used by them such as
 

Stove	Yes/No
Pressure cooker	Yes/No
Gas-Chulah	Yes/No
Bio-gas Chulah	Yes/No
Electric Press	Yes/No
Heater	Yes/No
Sewing Machine	Yes/No
Replacement of fuse wire	Yes/No
Repair of hand pump	Yes/No
Repair of tape water	Yes/No
Others (specify) _____	



12. If knowledge pertaining to these equipments is imparted would it encourage girls to attend educational institutions?

Yes/No

13. What efforts have been made by the community for promoting girls' education during recent years in the area?

14. Kindly identify emerging conflicts if any in family life due to

- a) Educational backwardness of girls and/or
- b) Education of girls

15. Suggest measures to overcome these conflicts (pertaining to day - today life) through education

16. Are you aware of the incentives given for promoting education of girls belonging to:

- a) Schedule Castes Yes/No
- b) Backward Castes Yes/No
- c) Others Yes/No

17. What is the impact of these incentives on the following communities

- a) Schedule Castes Positive/Negative/Uncertain
- b) Backward Castes Positive/Negative/Uncertain
- c) Others Positive/Negative/Uncertain

18. Please give your reactions regarding these incentives given only to the girls belonging to Schedule Castes and Backward Castes ir-respective of their financial states

Approve/Disapprove/Undecided

( Please examine whether these have positive or negative impact on motivation for attending school; building self image and self confidence in the girls and their parents; and mutual reaction of the community because of these incentives given only to the selected castes.

19. Should these incentives be stopped when a particular family reaches a desireable economic status?

Yes/No/Uncertain

29. Has education been able to cope up with the socio-economic and political awakening found among girls over a decade

Yes/Np/Uncertain

21. Please express your views on the enclosed statements with a view to enrich NFE Curriculum for girls in the light of the changing educational needs.

21. Views of the Respondent on:

S.NO	INFORMATION BASED STATEMENTS		-Do you have this knowledge?		Does the Knowledge has utility in day to day life?		Would you the childr (specially should hav knowledge education?	
	Yes	No	Yes	No	Yes	No	Yes	No
1	3	4	5	6	7	8		
A- POST OFFICE								
Awareness of:								
i) Working hours								
ii) Savings bank (operation)								
iii) Postal Insurance (Procedure)								
iv) Money Order/VPP/TMO(Procedure)								
v) National Saving Certificate (Purchase/Safety/encashment)								
B- BANKS								
Awareness of:								
i) Fixed Deposits (Procedure/Operation)								
ii) Savings Bank Account(operation)								
iii) Credit/Loan Facilities(Rules/regulation procedure)								
iv) Drafts/Travellers Cheques (Procedure)								
v) Cheques facility (safty/types)								

## C- CO-OPERATIVE INSTITUTIONS:

- 1) Chairman/President/Secretary/Manager:  
(Functions/Duties)
- ii) Credit Facility (Procedure/Bank rules and  
regulation)
- iii) Procuring Agricultural inputs (Procedure)  
(like seeds/fertilizer/pesticide/ insecticide)

## D- HEALTH AND WELFARE:

Awareness for protecting infant person from:

- i) Vaccination/Immunisation
- ii) Family Welfare Programmes
- iii) Maternity (Post and Pre-natal care)
- iv) Medical Aid at the time of accidents
- v) Medical aid for routine diseases
- vi) Hygiene and sanitation in the surroundings  
of habitation
- vii) Spraying of insecticides in home
- viii) Registration of births/deaths
- ix) Purification of drinking water (wells/ponds/tanks)
- x) Preventive measures for common epidemic(s)
- xi) First Aids related to day-to-day casualties
- xii) Proper nursing and care of ailing person(s)  
in home

Yes  
3No  
4Yes  
5No  
6Yes  
7No  
8

Satisfied

Satisfied  
Satisfied  
Satisfied

2		Yes 3	No 4	Yes 5	No 6	Yes 7	No 8
.) Care of animals							
) Artificial insemination of animals							
Food and fodder of animals							
) Prevention of common epidemic(s) amongst animals							
.) Hygienic disposal of dead animals							
(i) Deworming of animals							
<u>LAW AND ORDER</u>							
<u>Awareness of contacting right person at the event of:</u>							
Bride burning							
Dowry atrocities							
) Personal Family disputes							
Eve teasing, sex crime							
Disputes related to property							
Transfer of property							
) <del>Exploitation</del> of resentment/dissatisfaction towards the working with various officers persons with whom one comes across in day to day life							

1 ADMINISTRATION AND RURAL PROGRAMME

Awareness of:

- i) Duties of Gram Pradhan
- ii) Duties of Sarpanch
- iii) Obligatory functions of Panchayat
- iv) Elections (procedure, Eligibility and Tanure)
  - a) village level/Block level/Distt. level
  - b) State level/National level
- v) Head of the District
- vi) Head of Police (District level)
- vii) Head of Medical and Health (Distt. level)
- viii) Head of Education(Distt. level)
- ix) Head of Rural Development Programme(Distt. level)
- x) IRDP (Activities and benefits)
- xi) TRYSEM ( -do- )
- xii) NREP ( -do- )
- xiii) LREGP ( -do- )
- xiv) Mahila Mandal (-do-)
- xv) Any other (specify)

xxvi

Yes  
3

No  
4

Yes  
5

No  
6

Yes  
7

	Yes	No	Yes	No	Yes	No
	3	4	5	6	7	8
<u>Welfare Schemes/Developmental Programmes:</u>						
i)	There are special schemes to help physically handicapped, aged persons etc.					
ii)	Persons desirous for jobs should get their names registered and regularly renewed in Employment Exchange in the area					
iii)	Consumers' interests have been ensured through strengthening Public Distribution system (e.g. Fair price shops, mobile shops etc.)					
iv)	Future employment opportunities likely to be created in or around the area under developmental programmes being run by various departments					
<u>G- HAPPY HOME/COMMUNITY CONCEPT</u>						
<u>Knowledge About:</u>						
i)	Proper up keep of home/community surroundings					
ii)	Proper physical and psychological care and regard of age and elders in the family/community					
iii)	Nutritive food and balance diet for children adults, aged and pregnant women					
vi)	Preservation of food articles/eatables to avoid wastage					
v)	Economical use of resources e.g. water, electricity, diesel, patrol, fertilizers etc.					
vi)	Importance of need-based consumption					

HAPPY HOME/COMMUNITY CONCEPT

## Knowledge About:

- i) Proper up keep of home/community surroundings
- ii) Proper physical and psychological care and regard of age and elders in the family/community
- iii) Nutritive food and balance diet for children adults, aged and pregnant women
- vi) Preservation of food articles/eatables to avoid wastage
- v) Economical use of resources e.g. water, electricity, diesel, petrol, fertilizers etc.
- vi) Importance of need-based consumption
- vii) Wise spending and appropriate investment

1	2	Yes 3	No 4	Yes 5	No 6	Yes 7	No 8
vii Inter-social and personal relations (mother/wife/daughter/daughter-in-law and others in the community)							
ix Maintaining Congenial neighbourhood relations							
x) Paying regards to other caste(s)/creed(s)/religion(s) and national integration							
xi) Importance of dignity of labour and work concept							
xii) National/local voluntary agencies working for the cause of women							
xiii) Success stories of women in various communities and fields							
<u>Legal Literacy</u>							
i) Dowry Prohibition Act has been amended to further safeguard the interests of girls							
ii) It is ill-legal to give or accept dowry iii) There are government and voluntary agencies who help dowry victims and girls harassed after marriage to get legal justice to them free of charge							
iv) It is ill-legal to marry a girl until she attains 18 years of age							
v) Medical Termination of Pregnancy Act has enabled women to control reproduction and have a say in the decision of number and spacing of children in married life							
vi) Girls have equal right in the property of their parents							



656		Yes	No	Yes	No	Yes	No	N
1	2	3	4	5	6	7	8	
vii)	According to Hindu Marriage Act 1955 neither party s..ould have a living apouse at the time of marriage to make it lawful							
viii)	In case of separation a girl is entitled to maintenance or any other relief only under the provision of lawful marriage							

tencyat present

has utility in day to day life (specially girls should have this competency through edu)

	1	2	3	4	5	6	7	8
	Yes	No	Yes	No	Yes	No	Yes	No
i) Self confident and have a positive self image								
ii) Contribute to the family income								
iii) Decision maker about her affairs at home and at place of work								
iv) Able to approach and tap resource points according to situational needs and communicate the problems(s) effectively								
v) Con'scious of her legal right at home (parents and in-laws) and world of work								
vi) Courageous to oppose and fight against her victimisation at her in-laws' house and place of work								
vii) Competent to encourage group action in order to help and safeguard the interests of other females in the community/society and place of work								
viii) Competent to mobilise rural youth for constructive work and welfare of the community								
ix) Reasonable and realistic and does not get economically abused/sexually and emotionally exploited by others at home & place of work								





23. Do you think that the girls who have completed elementary education in the village possess the capabilities mentioned under question number 22?

(Tick mark or give comments)

- Fully (      )
- Partially (      )
- Not at all (      )
- Can-not decide (      )

(Remarks/comments of the respondent, if any, may be noted by the interviewer)

24. Do you think that elementary education curriculum should cover:

- All the above mentioned items (      )
- Only selected items \_\_\_\_\_  
(Mention numbers)
- None of the above mentioned items (      )
- All/some of the stated items and also the following items (specify)

i)

ii)

iii)

iv)

v)

vi)

vii)

viii)

APPENDIX IVList of Selected Villages

Name of the Village	Population	No. of households
1. Juan (Sonepat)	4,905	754
2. Salimpur Taroli	478	72
3. Sisana	8,104	1,197
4. Jakhauli	5,634	780
5. Kakroi	3,404	551
6. Farmana	5,454	837
7. Kheri Gujar	3,280	524
8. Murthal Khas	8,669	1,509
9. Rathdhana	5,483	841
10. Kharkhoda	9,297	1,509
11. Bhatgaon Dogran	4,823	720
12. Banwasa	2,652	402
13. Mahmudpur	4,499	558
14. Ganwari	2,514	393
15. Ghilor Khurd	628	84
16. Bhawar	5,173	782
17. Dhanana Aladadpur	5,995	883

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APPENDIX V

Participants of the Workshops

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5. Sh. Dil Bagh Singh Gupta  
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Hindu College of Education  
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6. Sh. S.B. Gupta  
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A.N.D. College  
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9. Ms. Kiran Angra  
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10. Ms. Prem Dulari  
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Sonapat
11. Dr. K.D. Gaur  
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12. Sh. R.P. Girdhar  
Distt. Education Officer  
Sonapat
13. Survey Officer  
C/o Distt. Education Officer  
Sonapat
14. Sh. Ajit Singh  
Supervisor  
NFE, Farmana
15. Sh. Chand Singh  
Supervisor  
NFE, Khanda
16. Ms. Nirmala  
Supervisor  
NFE, Khanpur
17. Ms. Shakuntla  
Supervisor  
NFE, Khari Damkan
18. Ms. Premlata  
Supervisor  
NFE, Karoda



19. Ms. Sunita  
Supervisor  
NFE, Khar, Mada
20. Sh. Suraj Bhan  
Supervisor  
NFE, Machhri
21. Ms. Sheela Devi  
Supervisor  
NFE, Panchijattan
22. Ms. Krishna  
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NFE, Kalupur
23. Sh. Jagbir Singh  
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NFE, Khubru
24. Sh. Raghbir Singh  
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NFE, Biswa Meal
25. Sh. Tilak Raj  
Supervisor  
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